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Report of the Minister of Education

1984-85





THE GOALS OF EDUCATION

for the Province of Ontario

- | | | | |
|---|--|----|---|
| 1 | <i>Develop a responsiveness to the dynamic processes of learning</i> | 8 | <i>Acquire skills that contribute to self-reliance in solving practical problems in everyday life</i> |
| 2 | <i>Develop resourcefulness, adaptability, and creativity in learning and living</i> | 9 | <i>Develop a sense of personal responsibility in society at the local, national, and international levels</i> |
| 3 | <i>Acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols</i> | 10 | <i>Develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups</i> |
| 4 | <i>Develop physical fitness and good health</i> | 11 | <i>Acquire skills and attitudes that will lead to satisfaction and productivity in the world of work</i> |
| 5 | <i>Gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression</i> | 12 | <i>Develop respect for the environment and a commitment to the wise use of resources</i> |
| 6 | <i>Develop a feeling of self-worth</i> | 13 | <i>Develop values related to personal, ethical, or religious beliefs and to the common welfare of society</i> |
| 7 | <i>Develop an understanding of the role of the individual within the family and the role of the family within society</i> | | |



Ministry
of
Education
Ontario

Hon. Keith C. Norton, O.C., Minister
George R. Podrebarac, Deputy Minister

Report of the Minister of Education

1984-85

The Honourable John B. Aird,
O.C., Q.C., L.L.D.
Lieutenant-Governor of Ontario

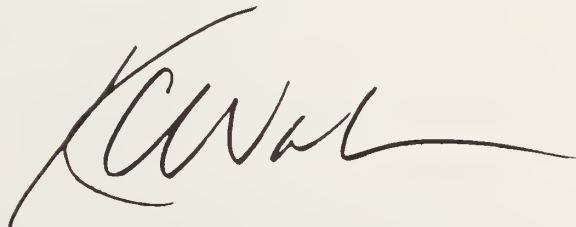
Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1984, and ending March 31, 1985.

It is the goal of the Ministry of Education to provide equal educational opportunity for all the students in Ontario's elementary and secondary schools. To attain this goal, the ministry involves itself in every aspect of elementary and secondary education. The ministry works in close co-operation with the publicly elected school boards of the province in an attempt to ensure that a full range of programs is provided by every school board.

Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario, 1984*.

Respectfully submitted,



Keith C. Norton
Minister of Education



Report of the Minister of Education

1984-85

The Honourable Keith C. Norton
Minister of Education

Mr. Norton:

I have the pleasure to submit to you the annual report of the Minister of Education for the 1984-85 fiscal year. The report contains detailed information about the many programs and activities undertaken by the ministry during the period.

Respectfully submitted,

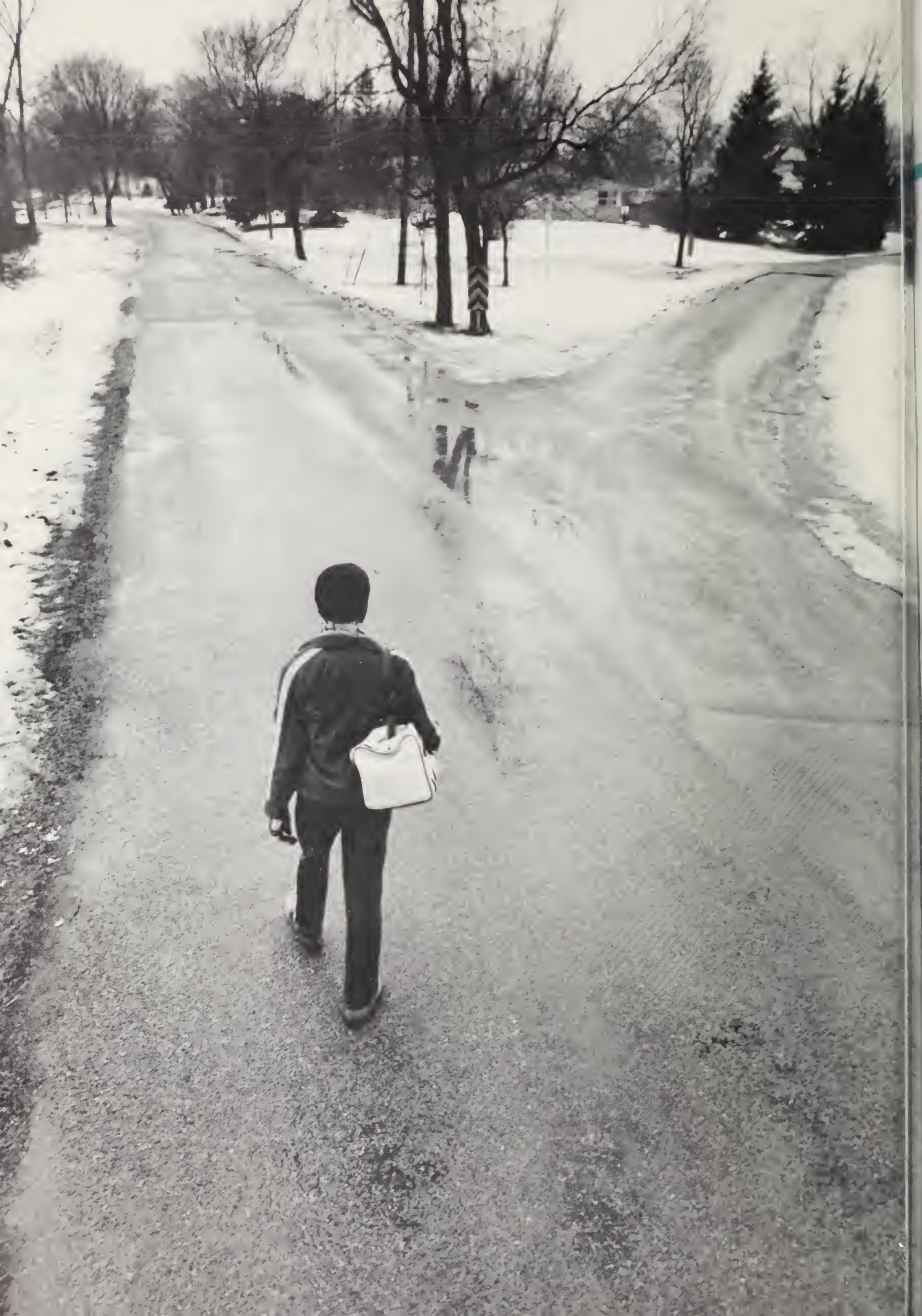


Dr. George R. Podrebarac
Deputy Minister



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Introduction

Without doubt the past year has been one of the most historic in the history of education in Ontario. The announcement on June 12 by Premier William Davis that funding would be made available for Grades 11 to 13 for the Roman Catholic separate school system was a landmark decision for education in Ontario. That decision, coupled with the appointment of commissions to review the financing of elementary and secondary education in the province and the role of private schools in the education system, will result in the most comprehensive review of education administration ever undertaken in Ontario.

While much public attention was devoted to these undertakings, several other major initiatives were launched. Two of the most significant were in the area of French-language education.

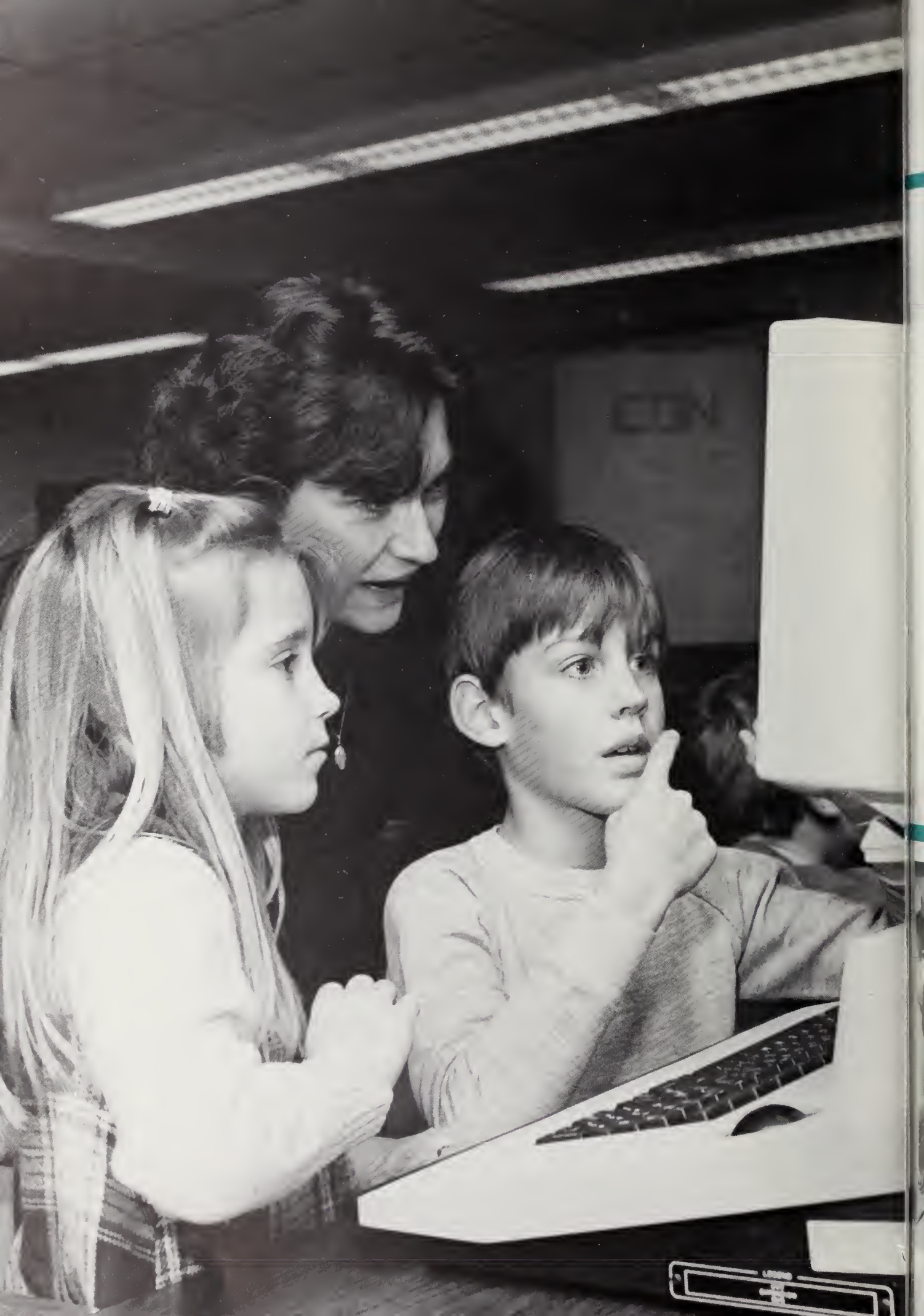
The first was the passage of Bill 119, which guarantees the right of a student to education in either French or English. The bill eliminated the "where numbers warrant" provision of the earlier legislation and guarantees the right of an individual student to an education in his/her official language.

The second piece of legislation, Bill 160, was presented to the legislature on December 13. It called for the establishment of a panel of French-language trustees on certain school boards that have schools

and classes in which education is provided in French for French-speaking pupils. This bill also applies to school boards in which English is the minority language.

The bill, which died on the order paper, was introduced before the close of the session to allow widespread consideration of the legislation during the recess. It is the commitment of the government to reintroduce the bill as a high-priority item at the earliest opportunity in the spring so that it will become law in time to affect municipal elections in November 1985.

The Ministry of Education and the Secretary of State of Canada signed a three-year agreement for French-language education and French-as-a-second-official-language instruction. Over the three years of the agreement, 1983-84 to 1985-86, Canada will contribute more than \$137 million towards the costs incurred by Ontario in providing opportunities for the members of its French-language community to be educated in their own language and for members of its English-language community to learn French as a second official language. In 1983 close to 91 000 students were enrolled in French first-language programs in Ontario and over 900 000 students in French second-language programs. In 1983-84, the first year of the agreement, Canada's contributions to Ontario totalled \$45.2 million, an increase of \$1 million over 1982-83.



Curriculum

English- and French-language curriculum documents are developed under the programs of the Curriculum Branch. At present, there are twenty-one documents in support of *The Formative Years* being produced. In addition, the Curriculum Branch is continuing to consolidate approximately one hundred Intermediate and Senior Division guidelines into a set of about twenty subject documents. This renewal of curriculum guidelines accommodates the policy requirements stated in *Ontario Schools: Intermediate and Senior Divisions, 1984* (osis). osis outlines program and diploma requirements for Grades 7 to 12 and includes provisions for offering Ontario Academic Courses (OACs).

The following documents were completed in the 1984-85 fiscal year:

- *The Arts in Ontario Schools* (discussion paper, English and French)
- *Basically Right, English, Intermediate and Senior Divisions*
- *English, Ontario Academic Courses, 1984*

- *One Step at a Time: Educational and Career Explorations, Intermediate Division (Grades 7 and 8)* (English and French)
- *Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980s*
- *Science in the Primary and Junior Divisions* (French)
- *Technological Studies, Intermediate and Senior Divisions, 1985, Part A: Policy for Program Planning*
- *Values, Influences, and Peers*
- *Visual Arts, Primary and Junior Divisions*

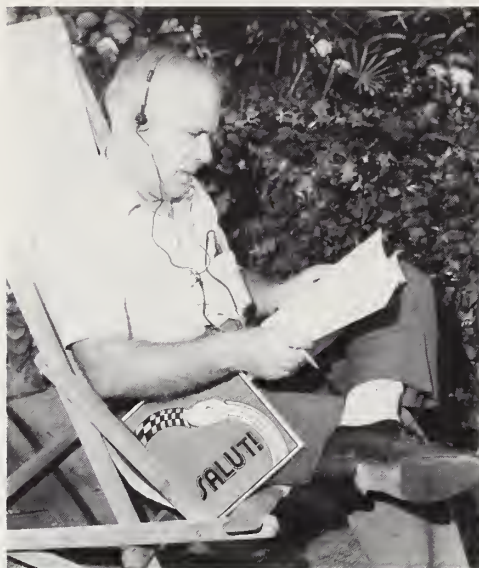
Arts in Education



The Arts in Ontario Schools/Les arts et les écoles ontariennes, a discussion paper prepared by the ministry's arts group, was released in October 1984. The paper highlights the role of the arts in a balanced curriculum and draws attention to current issues and concerns with respect to programming in all areas of the arts. A discussion of the issues raised in the paper will be promoted in a series of regional conferences to be held throughout the province during the 1984-85 school year.

Awareness in Action, a pilot project in distance professional development for teachers, was explored with a group of teacher volunteers. This non-credit course in the basic elements of visual awareness proved to be useful, and opportunities will be provided for other teachers in the province to take part in the course.

Visual Arts, Primary and Junior Divisions, a Curriculum Ideas for Teachers document, has been released in English. *Growing With Books: Children's Literature in the Formative Years*, a support document to *The Formative Years*, is being developed. A combined French-English committee, assisted by an advisory panel, has worked to produce an initial draft which will be validated in the spring of 1985.



Continuing Education

The goals and objectives for continuing education are outlined in *Continuing Education in the Schools, Colleges, and Universities of Ontario*.

A document on adult continuing education is in draft form. It contains sections on adult basic education, English/French as a second language, general-interest programming, and meeting the needs of the adult learner.

An interministerial task group is reviewing continuing education policies related to schools, colleges, and universities. It is expected that the task group will report its findings and recommendations in the fall of 1985.

Co-operative Education

Co-operative education programs integrate classroom theory with on-the-job experience. Traditionally, the areas of co-operative education have been business education, community programs, and technological education. However, co-operative education programs in French, English, theatre arts, science, mathematics, and geography are expanding rapidly.

Students at all academic achievement levels are benefiting from co-operative education programs. The advantages of these programs, in addition to students' acquisition of first-hand knowledge and experience, include the development of

important life skills, such as those related to interpersonal relationships and self-discipline. These skills, along with an understanding of the world of work, greatly facilitate students' transition from school to the workplace.

The co-operative education programs are receiving enthusiastic support from students, parents, employers, and educators.

Document Development Under OSIS

Anglais/English. A curriculum guideline for the teaching and study of English in French-language schools is expected to be released in the fall of 1985.

Business studies. The business studies guideline is at the validation stage. It is expected that it will be completed and released by the spring of 1986. The implementation of parts of the guideline will be possible in the school year 1986-87.

Discipline. The validation of a support document to OSIS on authority and discipline has been completed. The document will enter the initial stages of production in the early spring and should be distributed to schools and school boards early in the fall of 1985. The document offers suggestions regarding fair and just discipline policies and practices in schools. It also gives specific suggestions concerning the development of codes of student behaviour as required by OSIS.

English. Copies of a document outlining the three OACS in English were distributed to schools in the fall of 1984. A document

in support of basic-level programs, *Basically Right*, was also distributed to schools.

Family studies. The initial draft of the family studies guideline for Grades 7 to 12 and the OAC will be available for validation in the spring of 1985.

Français. A project team is preparing a new guideline in *français* for Grades 7 to 12 and the OAC. It is anticipated that a validation draft will be distributed to the schools in the fall of 1985 and that the guideline will be released in 1986.

French as a second language. A validation draft of the OACS in French as a second language, core, extended, and immersion French, has been distributed to school boards for their reaction by June 30, 1985.

Geography. As a result of the analysis of responses to a working paper released in November 1984, work has begun on the revision of curriculum guidelines in geography for Grades 7 to 12 and the OACS. It is anticipated that a draft guideline will be available for validation in the fall of 1985.





History and contemporary studies. The guideline in history and contemporary studies is being validated by school boards, professional associations, and others interested in the document. Validation will be completed by June 1985.

Mathematics. The production of the Intermediate and Senior Division mathematics guideline is nearing completion, and the guideline will be distributed to the schools in the fall of 1985.

Modern languages. A new languages guideline is being developed. It will provide general principles for teaching and learning German, Italian, and Spanish, as well as other European, Eastern, Oriental, and Native languages, which until now have been offered only as experimental courses.

Music. The draft of the music guideline for the Intermediate and Senior Divisions is nearing completion. The guideline will be distributed for validation in the spring of 1985. It is expected that the document will be released for distribution early in 1986.

Personal life management. A curriculum guideline for courses in personal life management should be released for distribution to schools and school boards in the spring of 1985. These courses are intended to enable students in the Intermediate and Senior Divisions (Grades 9 to 12) and continuing education students to acquire the knowledge and competencies they require to manage their personal lives with satisfaction and meaning.

Science. A team of educators is engaged in revising all of the science courses for Grades 7 to 12 and the OACS in preparation for the publication of a single Intermediate and Senior Division science curriculum

guideline. It is planned that this document will include the following courses:

- General Science for Grades 7 to 10;
- Environmental Science for Grades 10 to 12;
- Biology, Chemistry, Physics, Geology, and Technological Science for Grades 11 and 12;
- Biology, Chemistry, Physics, and Science in Society at the OAC level.

The guideline courses will be designed at the various levels of difficulty - basic, general, and advanced.

Technological studies. The technological studies guideline has been developed in three parts and will be released to schools in stages. *Part A: Policy for Program Planning* provides policy statements and an overview of the requirements for the technological studies curriculum. This document has now been distributed to schools and boards. Part B, which provides the new subject guidelines for technological courses in Grades 7 to 12, will be released in stages during the coming months as modules corresponding to the ten subject groupings. Part C, which outlines three OACS in technological studies - Analog and Digital Electronics, Fluid Power and Control, and Computer Technology (Interfacing), will be released as a final document later in the year. All twelve documents have received extensive validation across the province.

Visual arts. The production of the visual arts curriculum guideline for the Intermediate and Senior Divisions is nearing completion. Both the English and French documents are expected to be released for distribution in the fall of 1985.

Drug Education

An ongoing priority for the ministry is the provision of drug education information to schools. During the 1984-85 fiscal year, the ministry co-operated with the Addiction Research Foundation in providing drug education resource materials to schools. Further, the ministry continues to work with an interagency group, the Drug Education Co-ordinating Council, to sponsor one-day seminars on drug abuse for parents, educators, and other involved professionals. The ministry also continues

its co-operation with the Ontario Association of Chiefs of Police in the development and production of a drug education program - "With Friends Like That" - for Grades 7 and 8.

Early Primary Education Project

The Early Primary Education Project has focused on the four- to eight-year-old child and the fact that he or she has many educators – the family, the school, and the community. The project's long-term goal has been to give parents, through their continuous and direct association with the schools, the support and guidance they require to provide their children with healthy and enriching experiences.

Ms. Frances Poleschuk has led the work of a secretariat of ministry officials and a forty-five member advisory committee, representing some twenty organizations and government agencies. The project team has had four work groups: one to explore program expectations in early Primary education, one to devise ways of

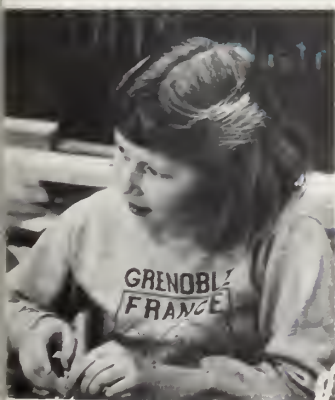
linking all providers of services and programs for young children, one to focus on teacher education and the qualifications of persons working in early Primary education, and one to ensure public awareness and input for the project.

More than 600 respondents have made submissions to the project, and over 5000 persons have attended study sessions and community forums across the province. The suggestions and recommendations received to date have recognized that quality home or day-care and preschool experiences, articulated with later Kindergarten and Primary programs, can have a long-term, positive impact on the learning and development of children, particularly high-risk, disadvantaged children. The input received in letters and briefs and from study sessions and community forums has reinforced awareness of the need for Junior Kindergarten and extended and full-day Kindergarten programs for young children in "areas of need" in communities across the province.

The work of the project will culminate in a report which will recommend policies and priorities in early Primary education, to be submitted to the Minister of Education in the spring of 1985.



French as a Second Language



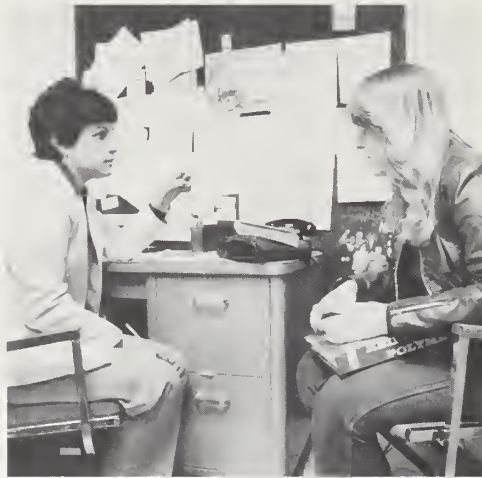
Since 1977, when new initiatives in French as a second language (FSL) were announced, Ontario elementary school FSL programs have increased in depth and variety. Between 1977 and 1984 the number of school boards offering core French starting in Grade 4 or earlier increased from 71 to 119. The number of boards offering immersion French increased from 28 to 61, while those offering extended French decreased from 10 to 8. Eighty-seven per cent of all school boards now begin core French by Grade 4; 45 per cent offer immersion French.

Two significant provisions encourage secondary school programs to build on the foundation laid by elementary FSL pro-

grams. One credit in FSL is compulsory for the Ontario Secondary School Diploma, and start-up funds are available in the general legislative grants to encourage the continuance of immersion French and extended French programs at the secondary school level. As well, an information booklet entitled *Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980s* is now available to parents, educators, and the public.

Guidance

The renewed curriculum guideline *Guidance, Intermediate and Senior Divisions, 1984* was sent to all secondary schools, as well as those elementary schools with Grades 7 and 8. The guideline expands on the description of guidance programs as outlined in *osis* and provides excellent opportunities to address the educational, career, personal, and social needs of students.



A companion resource document to the guideline, *One Step at a Time: Educational and Career Explorations, Intermediate Division (Grades 7 and 8), 1984*, was sent to the schools in the fall of 1984. It is aimed at Grade 7 and 8 students and is part of a career-education continuum from Kindergarten to Grade 12/OACS. A fact sheet for the parents of younger children entitled *A Parent's Guide to Career Planning for Children* was also prepared and widely distributed in the province. The 1985 edition of *After 8?* was provided to school boards for all Grade 8 students and their parents.

A new guidance resource document for Grades 9 and 10 is being developed. It will stress relating effectively to others and developing appropriate educational plans.

The Linkage Program



The Linkage I program aligns the contents of ten secondary school subjects in technological studies with the in-school components of apprenticeship and modular-training programs. Graduates of the program who continue their training in these occupations receive recognition for the learning that they achieve while in secondary school. Approximately 12 000 students were involved in the program during the 1984-85 school year.

Multiculturalism and Race Relations



The Ministry of Education continues to express in its guidelines and support documents, where applicable, the need for students to develop an appreciation of each other's culture of origin and to understand and appreciate the points of view of ethnic and cultural groups other than their own.

Approximately 89 000 students are enrolled in the Heritage Languages Program for elementary school pupils.

A French translation/adaptation of the resource guide *Black Studies* is under way. Black students and teachers in French-language schools do not come from the same countries as those attending English-language schools. *Etudes afro-canadiennes*, which will reflect this difference, will be published in the fall of 1985.

Native Education

A Native-as-a-second-language program will be implemented in the schools by September 1986. The new policy will legitimize the status and function of Native languages within the school systems and incorporate the teaching of Native languages into the regular school day at the elementary school level. Native-language courses for credit will also be established at the secondary school level.

As part of the program the ministry will prepare a new curriculum guideline for the teaching of Native languages, increase the number of qualified Native-language instructors, and offer additional grants to school boards that provide Native-language instructional programs.

The report of the Provincial Review on Native Education has been released. It presents information on the impact of

ministry initiatives and policies on Native education and makes recommendations. An implementation program for the utilization of the People of Native Ancestry series of curriculum materials, as well as the supplementary kit "Touch a Child", continued this year.

The Ministry of Education continued to co-sponsor the Native Counsellors' Training Program with the Department of Indian and Northern Affairs. The 1984 summer session marked the eighth year of the program's operation. The program was designed to provide the integrated and developmental series of courses in the essential skills, knowledge, and experiences required for the counselling of Native students in elementary and secondary schools. Eighty-two Native people have now received the Native Counsellor's Certificate.

Schools General

A new circular entitled *Schools General* is being developed. The circular will identify, as well as clarify, the current policies and practices of the Ministry of Education. It will also outline the legal and philosophical basis of education in Ontario. Although the

document will be directed to educators, it will be of interest to all those who wish to learn more about elementary and secondary education in Ontario.

Sex-Role Stereotyping

Image stéréotypée du rôle des sexes et étude de la condition féminine has been revised and will be released shortly. The revisions include the addition of up-to-date resources and current statistics.



Student Guidance Information Service

The Student Guidance Information Service (SGIS) is a computer-based information-retrieval system that provides career information. It is available to students in the Intermediate and Senior Divisions in both English and French.

SGIS has an extensive data base, which consists of descriptions of approximately a thousand occupations. As well, it includes information on educational requirements, postsecondary institutions, and other guidance-related information such as summer employment, Linkage and apprenticeship programs, résumé writing, job interviews, and occupational trends. The SGIS data base is updated on an ongoing basis so that it provides current information in the area of career education.

A recent survey of SGIS users and an examination of the contents of the data base revealed that SGIS is an integral part of the guidance program in schools. The SGIS team is implementing some of the recommendations that resulted from the

survey in preparation for the next school year. A new poster and new artwork for the SGIS publications, as well as revisions to the master list of occupational titles, are being completed.

SGIS is available through Telidon in a number of selected sites across the province, including secondary schools, libraries, and Youth Employment Centres. A survey of Telidon users showed that SGIS was the most popular of the data bases.

As students have come to expect the immediate feedback of information made possible by the availability of micro-computers in the classroom, the batch-processing mode of delivering SGIS career information has become outdated. However, it continues to be the most economical computerized service of its kind, and statistics show an increase in its use. The search for new technological developments to provide an interactive mode of delivery continues.

Values Education

The French version of *Personal and Social Values* is under development. This document is intended to help teachers implement the values-education policy outlined in *The Formative Years*.

Another Ministry of Education initiative in values education is *Values, Influences, and Peers*. This initiative, also known as Project VIP, was completed in 1984, and the document was released in 1985.

VIP was developed in co-operation with the Ministry of the Solicitor General. The program is designed for Grade 6 pupils and is intended to be used in a team-teaching mode involving a classroom teacher and a police officer.

Since its first pilot phase in 1982, more than seventy Ontario school boards have become involved with VIP, either on a pilot basis or as part of the approved learning programs within school board curricula.

The Ontario Provincial Police and municipal police forces are co-operating in providing officers to support the program.

VIP encourages positive social behaviour. It deals with topics such as values, peer pressure, authority, law, friendships, drug abuse, vandalism, shoplifting, and telling the truth. The program helps students to enhance their self-esteem and to gain the ability to recognize and cope with negative peer pressure. VIP also assists students to improve their moral decision-making skills and to understand the value of being good citizens.



Services for Education

Communication Services

The Communication Services Branch provides a wide variety of programs and services in fulfilling its role of disseminating information to the education system of Ontario and to students, parents, and the general public. During the year the branch's information staff answered more than 50 000 telephone and written enquiries from the public, members of the legislative press gallery, and media representatives across the province. Close to three million information brochures and booklets explaining different aspects of Ontario's educational system were distributed to parents and other taxpayers through school boards, parent-teacher groups, and by direct marketing to households.

Ontario's thirteen goals of education were highlighted during the year in the form of wall plaques, which were presented to the chairpersons of school boards and directors of education for public display in board offices and meeting rooms.

Numerous exhibits were staged at educational conferences, seminars, and workshops. A major public exhibit in the Future Pod pavilion at Ontario Place, demonstrating the classroom uses of high-technology equipment, attracted more than half a million visitors. The branch also arranged for the designing, editing, and printing of the more than one hundred publications produced by the ministry during 1984-85.

Franco-Ontarian Education

The Council for Franco-Ontarian Education is an advisory body to the Minister of Education and the Minister of Colleges and Universities. Its purpose is to provide advice on all matters concerning the education of Franco-Ontarians from the elementary to the post-secondary level. The council is composed of eight regular members and two ex-officio members: the Assistant Deputy Minister, Franco-Ontarian Education, and the Provincial Co-ordinator of the French-Language Services.

During 1984-85 the council submitted several reports to the Minister of Education including one on the Council for Franco-Ontarian Affairs and another on school governance. The council has also presented briefs to the Planning and Implementation Commission and the Commission on the Financing of Elementary and Secondary Education in Ontario.

During the 1984-85 fiscal year the Ministry of Education made further advances in areas dealing with French-language educa-

tion. The Assistant Deputy Minister, Franco-Ontarian Education, chaired four standing ministry committees that were reviewing and evaluating different aspects of Franco-Ontarian education.

As a result of the deliberations of these committees, some modifications were made to existing programs, especially in the area of French-language professional-development funding.

Bill 119, An Act to Amend the Education Act, received Royal Assent on December 14, 1984. This bill was the successor to Bill 157, which died on the order paper in December 1983. The bill was reintroduced following the receipt of the opinion of the court of appeal in respect of the four questions put to it under the Constitutional Questions Act.

The main feature of the bill was the provision of the right to a French-speaking person (as defined under section 23 of the Canadian Charter of Rights and Free-



doms) to have his or her children receive elementary and secondary school instruction in the French language in Ontario, regardless of numbers. A comparable right exists for education in the English language, where English is the language of the minority. The bill also contained legislation to empower the Minister of Education to resolve disputes over the provision of French-language education by school boards.

On December 13, 1984, the Minister of Education introduced Bill 160, An Act to Amend the Education Act. This bill provides for the governance of French-language schools and classes under part XI of the Education Act by elected French-speaking trustees, who would qualify for minority-language educational rights under section 23 of the Canadian Charter of Rights and Freedoms. It gives, for the first time, direct control of schools and classes in which education is provided in French for French-speaking pupils to elected trustees representing the Francophone community.

While the legislation is written in terms of French-language schools and classes, it applies equally to English-language schools and classes in areas where English is the language of the minority. The legislation also applies to boards of education and to urban, county, or district combined Roman Catholic separate school boards that meet certain criteria specified within the bill.

The bill, which died on the order paper, was introduced before the close of the session to allow for its widespread consid-

eration during the recess. It is the commitment of the government to reintroduce the bill as a high-priority item at the earliest opportunity in the spring so that it will become law in time to affect municipal elections in November 1985.

On September 30, 1984, there were in Ontario 283 elementary schools and 33 secondary schools in which French was the language of communication, administration, and instruction. In addition, there were 31 secondary schools operating French-language instructional units for the 1984-85 school year. The total number of students enrolled in these units was 23 050 at the secondary level and 68 690 at the elementary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking students are taken into consideration in the development of programs. Continued efforts are also made to produce and distribute French-language versions of all ministry documents, such as the Education Act, the regulations, and curriculum documents, concurrently with English-language versions.

A student-council leadership seminar held entirely in French was offered again this year to French-speaking members of student councils of French-language instructional units at the secondary school level.

French-language programs previously established were maintained during the present year.



Independent Learning Centre

The Independent Learning Centre (ILC), formerly called Correspondence Education, is one of Canada's largest educational facilities. The new name more accurately reflects the services presently offered. Over the years people have come to associate the term *correspondence education* with the exchange of written lessons by mail. Although this exchange is still important, the written approach has been augmented with the latest technology. A computerized record-keeping and scoring system has improved efficiency, and a toll-free electronic phone system provides greater access to assistance. The courses themselves rely on a host of media, including audio cassettes and computers.

During 1984-85, 48 000 new applications for enrolment were received. The majority of the applicants were adults. Work and family commitments prevent some of them from participating in a more structured classroom program. Others enjoy working at their own pace, at their convenience, and in the privacy of their own homes.

The services of ILC are also available to school boards. Day-school students may enrol in courses that are unavailable at their secondary schools. Boards may purchase courses on a cost-recovery basis for use in curriculum development or in the local administration of independent-study programs. In addition, ILC has developed technologically enhanced courses for small secondary schools where a qualified teacher is not available. These courses require equipment and facilities that are not available in the home.

Over half a million assignments were submitted during 1984-85. Twenty-four new courses were released during the year, including Introduction to Computers, Integrated Office Systems, Electronics, Mechanical Drafting, Consumer Studies, Basic English, and English as a Second Language. As well, fifty-six outstanding students and sixteen teachers were recognized at awards receptions held during the year in Toronto, Hamilton, Windsor, London, Barrie, Ottawa, and North Bay.

Increasingly, the telephone has become a vital link with students. Up to 1000 calls per day are received on the toll-free system. As well, the telephone tutorial service has been expanded to two evenings per week and has provided over 1400 hours of tutorials to students during 1984-85. Taped telephone conversations with teachers are an integral part of the English as a Second Language course.

The *Independent Learning Centre Course Selection Guide* in English and French provides information about the courses and services offered to Ontario residents.



Provincial Schools

The Provincial Schools Branch is responsible for the general planning, leadership, direction, and supervision of the direct educational services offered by the ministry to residents of the province for whom local provision is not made. The branch provides day and residential education programs in Demonstration Schools for the Learning Disabled and in schools for the blind, the deaf, and the deaf-blind; and educational programs in Training Schools, Developmental Centre Schools, and Regional Schools for Nursing Assistants. The branch also provides teacher-education programs at the Demonstration Schools

and at the schools for the blind and the deaf. These schools also serve as resource centres for local school boards offering programs for exceptional students.

Demonstration Schools

The Ministry of Education provides the services of three Demonstration Schools for Ontario children with severe learning disabilities. These schools include the

Trillium School in Milton, Centre Jules-Léger in Ottawa, and Sagonaska School in Belleville. Although the primary responsibility for providing appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting. These Demonstration Schools were established to provide special residential education programs for students between the ages of five and twenty-one years. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills. One of the basic objectives of each of these schools is to develop the abilities of the students enrolled to the point where they will be able to return to programs operated by local school boards.

Both the Trillium and the Sagonaska schools are operated directly by the Ministry of Education. The Trillium program has an enrolment of forty students, whose language of instruction is English. The Sagonaska program is designed to meet the needs of Anglophone students with specific language-learning disabilities, and currently thirty-nine such students are enrolled.

The Centre Jules-Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the delivery of the total program at the centre. The

current enrolment of thirty-four Franco-phones includes mainly students with general learning disabilities and, as of September 1983, students who have been diagnosed as having a specific language-learning disability (aphasia).

An in-service teacher-education component is provided at each Demonstration School. This service is designed so that methodologies and materials can be shared with locally operated programs across the province.

Schools for the Blind

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It currently has an enrolment of 234 students. The school program, which provides a high standard of education tailored to the needs of blind students, prepares these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full program from Grade 1 to secondary school graduation. A training program for teachers of the blind and the deaf-blind is provided at the school in association with the Faculty of Education, University of Western Ontario.

Comprehensive, personalized life-skills programs are designed to train students to function competently in many of the same work environments as non-handicapped persons. Concerted efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. In order that students may also continue to experience the benefits of a family setting, weekly transportation home is provided where feasible. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.



Through workshops, seminars, special courses, and increased distribution of free large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. The school is also assuming the co-ordinating role in providing audio and braille materials to school-age and postsecondary students throughout the province, and it offers professional services and guidance to other provincial ministries of education on an interprovincial, co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multihandicapped deaf-blind students. The program serves the Province of Ontario and also offers education to deaf-blind students from British Columbia, Alberta, Saskatchewan, and Manitoba. There are currently forty-eight such students in the program.

Schools for the Deaf

The ministry operates three schools for the hearing-impaired: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing-impaired and provide a broad range of services to local school boards and agencies, in addition to their programs for their own students. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, preschool visits, family-counselling courses, and the provision of information to the public.

The Robarts School, with an enrolment of 66 residential and 61 day students, and the Ernest C. Drury School, with an enrolment of 87 residential and 217 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 164 residential and 66 day students, provides a seven-day-a-week residential program throughout the school year, since the school serves the distant northern areas of the province. It makes provision for weekly trips home for more than half of its students; all students manage to return home every third week on average.

These schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options, in addition to the specialized teaching and training required in the area of hearing impairment. The unique and

varied problems resulting from this handicap have always necessitated small groupings and personalized programming. Such programming is being continuously refined and extended to provide these children, wherever possible, with the same school experiences as those available to non-handicapped children. These include opportunities for integration at local schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multi-handicapped. Graduating students can be granted Ontario Secondary School Diplomas. Ongoing liaison with adjacent health facilities – the Chedoke-McMaster Family Services Centre in Hamilton, the Children's Psychiatric Research Institute in London, and Beechgrove Regional Children's Centre in Kingston – gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes multiple handicaps.

Four graduates from the schools for the deaf were accepted last year at Gallaudet College, Washington, D.C., the only recognized liberal-arts college for the deaf in the world; thirty entered other post-secondary programs; twenty-one graduates entered regular employment.

The Teacher Education Centre in Belleville provides a one-year postgraduate training program for certificated teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing-impaired. Twenty trainees are currently enrolled at the centre. They will receive the Ontario Diploma in Deaf Education on the successful completion of their studies.

Developmental Centre Schools

There are currently some 350 students in the seven Developmental Centre Schools located in residential facilities operated by the Ministry of Community and Social Services. These students are mentally retarded, developmentally handicapped, or emotionally disturbed; many are multihandicapped. Specially trained teachers work with multihandicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems. Secondary school programs are offered in several schools where the need for them has been indicated.



The prime goal of the schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes that he or she needs for participation in society. Therefore, programs have been designed to encourage student participation in social and recreational activities in both the school and the community. Communication skills, motor skills, and life skills are included in all of these programs. The concept that these students can and should be integrated into the community is being increasingly accepted by members of the host communities, whose positive support of the programs has been encouraging.

Negotiations are continuing with local school boards to assume responsibility for educational programs in the Developmental Centre Schools within their jurisdictions. These programs would be funded under the general legislative grants regulation. Since September 1982 five programs have been transferred. Negotiations to transfer the remaining seven programs are continuing; it is expected that most will be transferred by September 1985. These transfers fulfil the spirit of recent legislation and will facilitate staffing, supervision, and programming in these programs.

Training Schools

The four Training Schools located in Cobourg, Oakville, Simcoe, and Sudbury provide secure care and education for approximately 524 wards. These residential facilities are operated by the Ministry of Community and Social Services under the Training Schools Act, 1976.

Educational programs are operated on a co-operative basis in each school. These co-educational schools accommodate students from twelve to sixteen years of age who have, in most instances, been declared delinquent by a provincial juvenile and family court.

The Oakville school provides secure detention and secure treatment in addition to secure care. The secure-detention portion of the population includes those who have been charged with an offence for which an adult would be liable to imprisonment for more than two years.

The secure-treatment population is composed of children who have been assessed as having a mental or emotional disorder. Full initial and continuing assessments are carried out to establish appropriate individual educational programs. Regular, remedial, and special education programs are provided both at the elementary and secondary school levels. The students generally have a behavioural exceptionality, although there are some learning-disabled students and some slow learners. Along with the core subjects, students are provided with extensive vocational and life-skills courses. Close community liaison is provided for students returning to the school system.

Regional Schools for Nursing Assistants

The five Regional Schools for Nursing Assistants are located in Hamilton, London, Sudbury, Thunder Bay, and Toronto and have a total enrolment of 448 students. Classes begin in September and March, and the schools function throughout the twelve months of the year.

The program is thirty-six weeks in length and provides theory in nursing, biology, and social sciences, as well as planned clinical experience, which is supervised and evaluated by the registered nurse-teacher faculty. The clinical practicum is provided in a variety of community health-care settings. The curriculum guidelines reflect the Standards of Nursing Practice for Registered Nursing Assistants of the College of Nurses of Ontario. Graduates are recommended for admission to the provincial examination conducted by the college, which leads to initial registration and certification as nursing assistants.

The Regional Schools for Nursing Assistants are administered by the Ministry of Education and funded by the Ministry of Colleges and Universities.

Research and Information

The Research and Information Branch is responsible for planning and administering a program of educational research, collecting and disseminating statistical information, supporting strategic planning, providing corporate advisory and analysis services and special-project management support, and operating the Information Centre.

The Contractual Research Unit manages the branch's educational-research program, a central research service funded by the two ministries. Its current educational-research priorities include a comprehensive investigation of the impact of technology, particularly of microcomputers, on teaching and learning in the classroom; the roles, responsibilities, and training of supervisory officials; the effective implementation of modes of instruction in the schools; and the training and in-service needs of teachers.

The branch is the focal point for the collection and dissemination of statistical information. Through its Statistical Information Services Unit, it supports the operating, planning, and policy functions of the Ministries of Education and of Colleges and Universities. This unit manages information, carries out special projects, analyses and interprets educational statistics, and provides consultative services on sur-

vey design and methods and on the use and application of data. Education statistics are made available through periodic reports, regular publications, and special releases.

An important part of the work of the branch is its contribution to the strategic-planning process of the ministries. Through its Strategic Planning Services Unit, the branch provides support and guidance to senior managers of the two ministries in their development of statements of corporate direction and in their linking of these statements to annual planning cycles.

Through its Policy Advisory Group, the branch provides policy advice and support services to the deputy minister and the minister on a broad range of corporate policy matters. The group also provides leadership and project-management support, on request, to all divisions.

The branch's Information Centre delivers an extensive range of information and reference services to staff at all levels within the two ministries.

Special Education



In the implementation of the Education Amendment Act, 1980 (Bill 82), each school board submitted to the ministry in May 1984 a report on its review of its official special education plan as presented in 1982 and as amended in 1983. The 1984 report outlined the board's review process and presented the findings of the review. It included any amendments to the original plan and listed achievements in implementation, as well as further steps to be taken in 1984-85. Each regional office of the ministry reviewed the report of each school board in its region and identified strengths in implementation and matters that required further study and planning in 1984-85.

To assist school boards in their review and planning in 1984-85, the ministry issued *Procedures for School Boards in the Annual Review and Amendment of Special Education Plans and in the Preparation of a Consolidated Report on the Provision of Comprehensive Special Education Programs and Services by September 1, 1985*. These procedures specified the areas of special education to be reviewed by each school board, the requirements in the review and amendment process, and the topics and format to be used in submitting the 1985 report. The consolidated report, when fully completed and approved by each board, will constitute a public record of each board's compliance with the legislation by September 1, 1985.

The regional offices of the ministry continued to provide a consultative service to boards both in their planning process and in their operation under the new legislation. The operation of a board's Special Education Advisory Committee was given special emphasis by the regional offices, including the provision of leadership workshops for committee members and school board officials.

Memorandum No. 81 announced a special agreement among the Ministries of Education, Health, and Community and Social Services to ensure that no school-age child is deprived of school attendance because of the need for health support services during school hours. Each of the

three ministries has accepted responsibility for the provision of a specific area of health support services. At the local level, the provision of such services is shared by school boards, the Home Care Program of the Ministry of Health, and agencies funded by the Ministry of Community and Social Services. The year 1984-85 has been a pilot year in the implementation of this program. Advisory committees have provided feedback and recommendations so that any necessary refinements to the program can be effected before full operation begins in September 1985.

Progress continued on a longitudinal study of the Education Amendment Act, 1980 (Bill 82). This study, covering the development of the special education legislation, the pilot year (1980-81), and program implementation, is designed to document the various stages of these processes and to provide a record of this important period in the history of Ontario education.

The Ontario Special Education (English) Tribunal has conducted five leave hearings since its establishment in June 1983. In four cases leave was granted, and in one case leave was denied. One leave hearing has been conducted by the Ontario Special Education (French) Tribunal. One appeal hearing has been conducted by a regional tribunal, and the appeal was dismissed.





